



# THE BELL RINGER



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MONTGOMERY BELL ACADEMY—NASHVILLE, TENNESSEE

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## School Survey Challenges MBA



Mr. Bondurant looking over the school survey.

First Of A Series On Faculty Views

### Dr. Niemeyer Shares Insight

By BILL COCHRAN

Dr. Niemeyer was born in Atlanta on March 25, 1945. He lived in Atlanta until he was five at which time he moved to Silver Springs, Mo. Three years later he moved to Cos Cob, Connecticut where he stayed for two years until he moved to South Bend, Ind. Before attending the University of Notre Dame, Dr. Niemeyer traveled in Europe for fifteen months at the age of seventeen. He received his M.A. and Ph.D. at Vanderbilt after which he served in the Army for two years. He taught at Vanderbilt, U.T.N., Turney Center prison, and BGA. He played the cello in the South Bend Symphony and in the Nashville Symphony. His graduate work focused mainly on the English Renaissance.

In a recent interview with the *Bell Ringer*, Dr. Niemeyer shared some of his thoughts on life at MBA.

**Bell Ringer:** How well do you think MBA prepares the student to be academically and socially successful in college life?

I think very well. I think the pressures of MBA make the student capable of handling almost any pressure later in college. Some of the students in the best colleges have told me the pressure is what has helped them the most; discipline, handling the work loads.

**Bell Ringer:** What about the social aspect?

Socially, I think the same thing. If we're talking about the success in vocation, we're talking about the same thing. The discipline and the pressures at MBA give them a headstart for anything they do later on, and I think it's no accident that

so many of our graduates go on to higher professions and do well in the higher professions. Now as far as emotionally, that I can't evaluate because I don't really know.

**Bell Ringer:** Spiritually?

Spiritually, I don't know either. I don't think we hurt but I'm not sure how much we help.

**Bell Ringer:** Do you think those pressures are healthy at this age level?

Yes, I do. I think that society has gone soft on itself in many ways, and we have stayed the same. I don't see us as going harder than society. I don't think that we have created something different from what used to be. Society has, as I said, gone soft on itself. I think those pressures are healthy and even necessary for the development of a mature individual.

**Bell Ringer:** How effective do you think MBA is in making a student a gentleman, scholar, and athlete?

I think we do very well in the athletic area; I think we do very well in the scholarly level; I think sometimes we could do better in the gentlemanly level, although I do think we have many, many good gentlemen at MBA. I wonder if that is just because they are from their own environment, or they are that way because of what we do.

**Bell Ringer:** How do you make a student a gentleman?

Teaching him respect, discipline, and responsibility, and I sometimes think we're not too good on the area of responsibility.

**Bell Ringer:** How do you think we could make that better?

That's hard and maybe that's

By PAT BOWERS

In the spring of 1984, the MBA administration in collaboration with Dr. Nicholas Sieveking gave the student body and their parents a very general survey concerning all aspects of MBA life: scholastics, athletics, activities, and others. The students and parents were to fill out separately the booklet of questions so that the administration could get the real opinions of each. The questions were frank and asked for the views on several crucial and much-discussed topics such as student pressures, student-teacher communication, and student creativity. The questions were posed in such a way that all the parent or student had to say was whether they agreed, disagreed, agreed strongly, or were indifferent to a statement made. In another section of the questionnaire, the student and parent were allowed to write in depth on the

strengths and weaknesses of MBA, to name and to describe any particularly bad or good teachers, and to express any other ideas about MBA that they had. The parents were mailed their questionnaires and the students filled theirs out in an assembly.

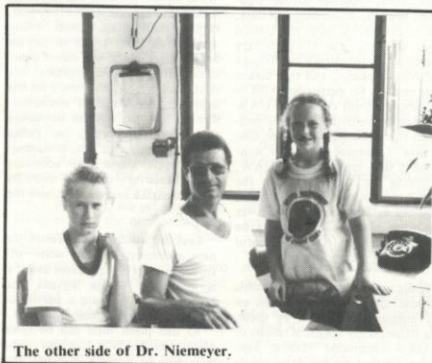
In the spring of 1985, after Dr. Sieveking had studied and commented upon the results, he gave the results and his conclusions to Mr. Bondurant. Many of the results were surprising, and not completely favorable, but as Mr. Bondurant pointed out, "The purpose of the survey was by no means to pat ourselves on the back. The main reason was to find out our weaknesses and work on them." It appears that a key function of the questionnaire, besides working on the problems viewed by the students and parents, is to encourage more openness and communication with the administration. The fact that

both students and parents were polled shows the administration's desire to involve everyone with MBA's affairs.

The survey itself was difficult for the administration to accept. The survey was such an objective view of MBA that the administration thought that it might do more harm than good. After all, no other school had taken the survey because of its objectivity and frankness even though several others had been offered it. Also, since no other schools had taken it, there were no other results to compare ours to. The results would be completely the opinions of the takers. Nevertheless, Mr. Bondurant allowed and encouraged the survey in order to improve the school. Because the results might have been misunderstood, they were not immediately disclosed. Instead, the administration kept them to study and to work with. The faculty and parents received the results soon after the administration.

The results themselves are interesting because they give insight to the students' and parents' point of view. On the fairness of the merit system, there was low agreement among the students and medium agreement among the parents. Therefore, the administration created a merit task force, made up of a teacher/merit advisor for each class in order to resolve the problem. The administration has used the questionnaire in other ways to improve MBA. Because there was low agreement among the students to the statement about the administration's being receptive to the students' opinions, Mr. Bondurant started having small groups of seniors to his home for dinner. When asked about the competition among students for grades, there was disagreement with the students and agreement with the parents, a surprising contrast. The students agreed that there was too much athletic competition in the school, though, while the parents disagreed. The administration has decided to work on the students' creativity in and out of class and the students' love for learning because of the results of the survey. The students and parents agreed that the size of the classes were excellent, but they both wanted a larger choice of classes. The administration is not certain of the action to be taken about the number of offered classes. They are not sure that more classes will be beneficial to MBA as college preparatory school. There was also high agreement among parents and students about intellectual and athletic development of the students, although there was only medium agreement about their social

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The other side of Dr. Niemeyer.

Patrick Wilson Library  
Montgomery Bell Academy  
Nashville, Tennessee

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## Editorials

# America vs. Terrorism

By CHARLIE REASOR

Over the summer of 1985, Americans were brought closer to the issue of terrorism than they had been since 1980 with the Iranian hostage situation. For nearly two weeks, television viewers saw on the evening news the terrorists and the hostages, the reason for the high-jacking, and all the analysis about how we should prevent terrorism against us. In the typical media fashion, the plight of the criminals i.e. the terrorists, was more closely examined than the injustices suffered by the victims, i.e. the American hostages. In the end of the entire ordeal, the hijackers were perceived by many as merely trying to achieve their own political objectives in an area dominated by the imperialistic Israelis who desire to suppress the involvement of our helpful allies the Syrians. Incidentally, the Brooklyn Bridge is for sale.

Somehow in two weeks, the news went from "Terrorist highjacking of U.S. citizens" to "Syria et al. save the day/Israel to blame for terrorist incidents". The matter *mirabile visu* was that the media had sense enough this time not to proclaim "Reagan's Fault" or "American Imperialism Abroad" as reasons for the incident. Americans' impression of terrorists was incorrect because, if the facts surrounding terrorists were known, a tougher policy would have to be implemented. The actual facts as to when, where, and how are not nearly as important as is the way to prevent terrorism.

The entire issue of terrorism is not simple, but most experts agree that of central significance is prevention. Prevention of terrorist acts against us is achieved by the way we handle our initial terrorist incidents, i.e. what our policy is before, during, and after terrorist action.

Most terrorists, unlike mobs for example, have a certain degree of

rationality in the way they act. Those who take hostages have something they want in exchange, and typically they realize the danger if their plan does not work. Since they possess some rationale, they realize the possible consequences of their actions. Whether or not they decide to take hostages, for example, is dependent upon how tough the results would be were they to carry out their act of terrorism. The real issue in prevention is having a tough policy against terrorists.

The first policy we ought to have is no negotiations with terrorists. We must make it clear that we do not negotiate, make concessions with, or bargain with terrorists. Terrorists must realize that the taking of American hostages is not effective in achieving goals and solving problems that the terrorists may have at home.

Secondly, we must promise retaliation against the terrorists, their organization, and if necessary, their people. Some opponents of my second point say that it would only cause more acts of terrorism against us. These opponents fail to realize that terrorists understand one language only: the use of fear and terror. We must speak to them in their own language; otherwise, our message of "we do not like terrorism against us" will never reach them. We have failed to convey this message because we speak to them in the wrong "language": we speak in diplomacy and protocol. These are abstract notions to a terrorist. Terrorists understand words like trial, imprisonment, executions, assassins, embargo, and, dare I say, military action. In short, we must speak to them the way they do so often.

We have tried other methods, but obviously speaking rationally and intelligently has failed miserably. Jimmy Carter tried to be conciliatory and to negotiate with the

Iranians. Only when Reagan promised pain to them in 1980 did the Iranians realize that it was in their best interests to release the American hostages.

It is not necessary that we waste time trying to appease terrorists—this action only encourages more to the ranks of an already swelling membership, particularly those who think they can solve their problems at home by taking Americans hostage. Our leaders must send a clear message to terrorists that: a) they will not achieve what they want through violence and hostage taking since we do not make conces-

sions; and b) if they ignore a), they will receive a swift, painful blow from the United States.

The issue of giving terrorists media coverage is under debate. Terrorists thrive on news coverage and headlines; thus, such morale builders must be minimized. Unfortunately, enforcing the media from giving such great attention to them seems nearly impossible.

There are examples across the world of countries which know how to prevent terrorism and those who do not. Great Britain is plagued by Irish Republican army trouble because their policy is not stern

enough. Israel, on the other hand, accomplished the incredible act of minimizing terrorism (considering that every surrounding country sponsors some terrorist group against them) by establishing rigid consequences on their terrorist neighbors.

Americans have a tendency to ignore taking tough action until the situation becomes critical thus, it is rather improbable that Americans will be willing to impose a tough policy on terrorists until, once again, we are reminded of the pain and humiliation suffered by the victims and the entire country.

## The Bomb: A Blessing

By JIM GARDNER

This past August marked the 40th anniversary of the dropping of "the bomb" on Japan and prompted weeks of media saturation with horror scenes and moral comments on the United States' barbarism. Throughout the weeks of self-flagellation, the usually morally elevated protestors protested and bemoaned the use of the bomb. Nevermind that Japan started the war; for Pearl Harbor was good warfare, and Batann and such events were fair play. It is our dropping "the bomb" that is the focus of all evil. Realistically, though, history shows to those who care to see that our developing and using "the bomb" has proved to be a blessing.

In the summer of 1945, American forces had been fighting a brutal war against a barbaric enemy for three and a half years. After island hopping their way to Japan's doorstep, our forces faced the deadly task of invading Japan itself. In early August, however, we dropped two secretly developed atomic bombs on Japan with devastating results. Subsequently Japan sur-

rendered, making an American invasion unnecessary. Though the bombs took 300,000 lives, they forced Japan's surrender, which saved many more lives. An invasion would have caused over 500,000 American casualties and countless millions of Japanese casualties. So actually the atomic bombs saved more lives than they took; as

thousands of American veterans can personally attest.

The fact that one weapon can claim hundreds of thousands of lives is terrifying. It is such a fact that has saved more bloodshed. Throughout the first half of this century, weaponry and warfare made great advances in lethality.

(Continued on page 3)

## Coat and Tie

By CHARLIE REASOR

*The Bell Ringer* tries as best as it can to cover different movements among the students. Issues like going co-educational for instance frequently arise. Another issue that comes up often is the dress code. Generally, the students griping most are those who think that the Administration is too stringent in the dress code rules. Recently, there has been talk about dress code rules; however this time, the talk has been about the desire of students for MBA to return to the requirement of wearing coat and tie

for every day use. The people who want this change neither want to turn MBA into a quasi-military school, nor destroy "self-expression". The reasons for returning to coat and tie every day are serious, and those who favor the change have the best interests of the school at heart. Here are the reasons: (1) Wearing coat and tie would enhance the "preparatory school" image, which MBA seeks to present to the Nashville community and universities, which are interested in our students; (2) Just as MBA separates itself academically from other Nashville schools, wearing coat and tie would separate us symbolically; (3) Wearing coat and tie would improve the personal image of students; that is, coat and tie looks sharp; (4) Most MBA students are preparing for jobs which require wearing coat and tie; thus, it would make students accustomed to dressing in that way.

Students who would like to state their opinion on this matter may write a letter to the Editors expressing their views.

## The Dark Side of Saturn

By JOHN-LINDELL PFEFFER

In recent weeks the media has focused on the new General Motors Saturn plant's good points but has failed to effectively outline the detrimental aspects of such a move on our state. Saturn is obviously an enormous source of employment and will encourage even greater growth in Middle Tennessee. This growth is even further amplified by the recent announcement of Nashville's being American Airlines' new North/South hub.

In general many potentially harmful trends exist here. Primarily the concern is over the direction Nashville's fast growth is hurtling the city. Similar examples of cities who grew too much, too fast can be found everywhere. The sudden American announcement could cause an industrial and corporate building glut much like that Houston is plagued with now. The increase in automotive interest in the area (Nissan, Toyota) has not been a problem until now. Saturn has changed all of this, however.

To find the source and evidence of the upcoming problem we must

first look to the reasoning behind GM's choice of Tennessee. Many other states had more interest and more to offer than Tennessee. GM chose Tennessee, according to a *Wall Street Journal* article published near the announcement date, due to prompting from the United Auto Workers. The UAW is very interested in unionizing the Toyota and Nissan plants, and this makes their motives for persuading GM to Tennessee crystal clear. The UAW wants to unionize the presently non-union auto plants in Tennessee. Until now Tennessee has been non-union in this respect and the UAW, according to the same article in the *Wall Street Journal*, wants to gain a foothold in Tennessee to win over the other plants. The impacts on Tennessee of the UAW's successful unionization are enormous.

While unions once served a noble purpose, they are now a blight on any industry dominated by them. The immediately apparent results of a UAW-dominated Middle Tennessee are that we are dangerously close to becoming a New Detroit. Our economy will be dragged down

with strikes and union contracts. Some even fear that the automotive unionization will even spark a trend toward unionization in other industries, even the service industries. What union members fail to realize is that through the strikes they lose, rather than gain, from union negotiation. Any raises in pay or benefits are eaten by union practices. Instead the results are decreased productivity and a lot less moves in the hands of consumers due to lost pay. When consumer cash flow decreases, the entire economy, union or not, is damaged. It gets worse: the economy doesn't recover—it is hurt more by the next strike and the next and the next...

Less immediate and obvious, the new unionization will scare off future interest in Tennessee and if it is successful within Toyota and Nissan, it could cause a partial or total pull-out of Japanese interest.

At this point little can be done about the UAW's foothold. The only way to avoid a pull-out and stop unionization (if we cannot eradicate it) is an effective public

awareness program on the damages and obsolescence of unions. The threatened companies are so limited in what they can say to their own employees by law in a union election that this job cannot be left up to them. It is the responsibility of the entire private sector to accomplish this before businesses lose their power to be profitable.

## THE BELL RINGER

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## Features

First Of A Series On Alumni Insights

# Alumni Insights



John Hyden

By BILL COCHRAN

In an attempt to make the *Bell Ringer* more interesting to read and to get alumni more involved in MBA affairs, the editors of the *Bell Ringer* have introduced "Alumni Insights." "Alumni Insights" is simply a guest column written by an MBA alumnus about what MBA was like at the time he attended it. Each issue, the alumnus will be from a different graduating class and from a different decade.

John P. "Johnny" Hyden  
Class of 1938

In the late thirties the purposes of MBA were not much different than at the present time. However, the environment, methods and in particular the number of students, were, quite different. For example, there were sixteen in my graduating class and the majority enrolled at Vanderbilt. Hershel Gower, Woodruff Walker and I made up the English History class under Mrs. Ball. Other classes had no more than fifteen. This allowed considerable individual attention and less formality. There was considerable emphasis on athletics and possibly more emphasis on personal development as opposed to scholastic achievement. I suppose

this point could be argued but that is the way I remember it. Also, my major interest was in sports and not in scholastic achievement. Very few students had automobiles available to drive to school. I remember getting to school by streetcar and sometimes on the bicycle. Possibly there were more pranks pulled and less formality.

At that time there were two buildings for classes, assembly hall, library, etc. and the gymnasium, the type with a balcony along each side. The dressing rooms and showers (2 or 3) were used for football, basketball and tennis, which with golf were the only sports. Because of the economy of the time, the number of parents that could afford to send their children to a private school was considerably less than today. Outdoor facilities included the football field and six clay (real clay) courts. Facilities for spectators were practically nonexistent.

The courses offered at the time were strictly college preparatory.

In my senior year the football team won the city championship. The basketball team did less well but claimed near the top in the Mid-South Preparatory School Tournament which included McCallie, Baylor, BGA, SMA, Morgan, Castle Heights, Darlington, Baxter and possibly one or two others. The tennis team did not lose a match. In fact, I did not play in the City Interscholastics Tournament and our number four player won it. In football, players played both offense and defense. We barely had enough players to have a scrimmage and about fifteen players did all the playing in games. Howard Allen was the coach and although we thought of him being considerably older than we, he had just graduated from Murray a few years before. Shirley "Bo" Bohannon played 22 consecutive football games without a substitution! Bill

Davidson won the interscholastics golf championship. In football Benny Gentry was a super star or as some people said, a one-man team. At 5'10" and 195 lbs, fast with a great passing arm, he directed the team, played linebacker, and called the plays. The pulling guards really hustled to get out and make their blocks rather than have Benny running up their back. Gentry literally ran over people (a la Herschel Walker). The guards were Howard Frost and Syd Hailey.

There were plenty of dances around town to attend but none sponsored by MBA. I would guess the dating was as prevalent then as now, Ward Belmont and West High coeds being the favorites. "Honky Tonks" were plentiful and we often went to them on weekends for dancing and a good time. There were many curb service places

where a tray was fastened on the car door. Most dates were on weekend nights and after sports and with the need to study there was little time for anything else on school nights. There was no television, and jeans or overalls were worn by farmers. Slacks and sports shirts were worn to school. Every student had to belong to the debate society and were required to participate in a formal debate.

There was a very high esprit de corps among students. School loyalty was absolute. Dr. Ball, a southern gentleman of the old school from South Carolina was the headmaster. He placed emphasis on honesty and integrity. You were really in trouble if you ever lied to him.

With the influence of Dr. Ball, Mrs. Ball, "Fessor" Davidson (also

the tennis coach), Mr. Weicht, and Howard Allen, I believe that the concept of students being gentlemen, scholars and athletes was well established and that students tried hard to live up to these goals. I liked the idea of requiring all students to participate in some form of athletics because a well rounded person requires a sound mind and body. Adding "concerned citizens" seems OK to me but the athletic tradition should not be omitted. I believe that MBA has always done a good job of preparing students for college and life in general.

I believe for future success and happiness it is important to strike a good balance between scholarship and athletics. Good habits established at the high school level can be immeasurably important to you for the rest of your life.

## F.C.A.—Serving Christ

By BILL COCHRAN

The Fellowship of Christian Athletes is a nationwide organization whose purpose is "to present athletes and coaches, and all whom they influence, the challenge and adventure of receiving Jesus Christ as Savior and Lord, serving Him in their relationships and in the

fellowship of the church." Throughout the country, there exist individual F.C.A. huddles at the high school and college levels. F.C.A. exists not as a substitution for the church but as another means of fellowship.

The F.C.A. huddle at MBA has grown tremendously in the past two

years, partly as the result of the leadership of Mark Elliot, the F.C.A. sponsor at MBA. Coach Elliot has been a great asset to the huddle as have been Tommy West and Bill Smith. F.C.A. leader Scott Thompson did much to make F.C.A. more real to those who attended the meetings. Through the leadership of these people and the love of God, F.C.A. is going stronger than ever.

F.C.A. huddles vary according to the school. MBA's huddle meets every Thursday night from 6:00 or 6:30 to 8:00 or 8:30 throughout the whole school year. The group usually meets in the gym lobby or the lower parking lot to go out to eat. After an hour, the group returns to the Roberts Room to begin the meeting. A meeting will usually consist of a discussion among the group about some topic relating to their Christian faith or listening to a guest speaker or singer. The meeting always consists of a prayer at the beginning and end of each meeting. Some meetings there will be a "rec night" during which the group can play basketball or volleyball in the gym. MBA's huddle participates in other activities in addition to the Thursday night meetings. Four or five times a year, the group will have a cookout or a retreat on the weekend.

The F.C.A. officers for this year have many special plans and goals for the 1985-86 year. There will be joint meetings with other schools such as Harpeth Hall, FRA, and Ryan. There will be a host of speakers throughout the year. With some help from the administration, there will be a prayer meeting two or three times a week before school. With God's blessing, these plans can become reality. Some goals for the year are to increase the attendance at the meetings, to encourage not only athletes but also those who are not interested in athletics to attend the meetings, to cultivate an atmosphere of love and selflessness among the members of the group; and above all, to glorify the Lord Jesus Christ in all our meetings and in our personal lives as well.

## The Bomb

(Continued from page 2)

Warfare became destructive enough to kill great quantities of people, but these numbers were tolerable. Within twenty-five years, two devastating world wars ranged, claiming millions of lives. With the advent of the nuclear age and its illustration in Japan, the world learned that what previously took weapons years to do, they could do in a day. As a result, total war in the

modern age became intolerable due to the threat of annihilation. It is such a threat, undoubtedly, that causes a country such as the Soviet Union to refrain, unlike Hitler's Germany, from militarily overtaking all of western Europe.

Although "the bomb" is certainly a horrible weapon, it is exactly this aura of terror that has for over forty years deterred world war. In such a sense, the bomb is, strangely enough, a blessing.

## Student Council Preview

By TRAVIS JACKSON

The 1985-86 Student Council will be under the leadership of Robbie Bueno. Mr. Drake will be the new advisor for the Student Council. Recently, the *Bell Ringer* interviewed Robbie to get a clear picture of his views for the upcoming year.

*Bell Ringer:* How do you feel about being elected?

Lucky. Honored.

*Bell Ringer:* Did you think you had a chance at defeating Rob Ikard?

I knew I had a chance . . . from some of the things I heard.

*Bell Ringer:* Seriously, now, what are some of your plans for the coming year?

The main goal we have is to increase involvement within the Council because lately the bulk of work was left to the juniors and seniors. We want to get the freshmen and even the 7th and 8th grades involved possibly by dividing

the responsibilities for projects among several committees. I want all of the members to feel they have a say in what goes on.

As far as activities are concerned, the emphasis this year is going to be on activities that appeal to the entire student body.

*Bell Ringer:* Have you talked with the administration about your goals for the coming year?

Not really. The seniors talked with Mr. Bondurant in June about problems from 1984-85. He wanted student input before he went into the faculty meetings. We had our first meeting to discuss this year on August 20.

*Bell Ringer:* Do you think there is a strong relationship between the Council and the administration?

Yes. Two years ago when the Council started meeting more frequently, I feel the administration started taking our thoughts and actions more seriously. I think the administration knows that the

council can be very effective and that it is willing to work hard.

*Bell Ringer:* Do you think the administration is willing to listen?

Yes. Mr. Bondurant is eager to work with us and seems very willing to listen and help.

*Bell Ringer:* Are you willing to listen to them or us (the student body)?

I am willing to listen to anybody.

*Bell Ringer:* Are there any new service projects for the upcoming year?

No. Basically, we get letters and perform when the need arises. We will continue to do the Soup Kitchen.

*Bell Ringer:* What do you plan to do to stop the complaints about dances?

First, I think we should limit the number to three or four. Timing and publicity are important factors. We need to make them more enticing and to plan them more thoroughly. We've also been ap-

proached by Harpeth Hall on coordinating more activities with them like a dance during their Spirit Week in February.

*Bell Ringer:* What about a prom for next year? Have you heard the rumors?

Yes, and all I can say is that it has been recommended we not have a prom. But I have no real answers.

*Bell Ringer:* What are the student body's needs in your opinion?

They need to be interested and involved in school affairs; and we want to increase their interest and involvement.

*Bell Ringer:* Do you think the Council is fulfilling its purpose as a mediator between the faculty and students?

We have done a good job before

but we can work to improve.

*Bell Ringer:* Last question. Why do they call you Sugar Bear?

It's a nickname Coach Morel gave me. I guess he thinks I look like a bear on the football field.



# Features

## New Teachers Added

By WILLIE LIN

With the advent of a new school year, MBA welcomes several new additions to its faculty.

With the loss of Mrs. Hightower, who is teaching at Ryan, and of Ms. Smith, who is teaching at Davidson Academy, MBA acquired two new English teachers.

The first, Dr. Wayne Batten, is a native of Wyoming. He attended the University of Wyoming and received his Ph.D. from Vanderbilt. According to Mr. Bondurant, Dr. Batten will add "considerable academic expertise" to MBA's faculty. Before coming to teach at MBA, Dr. Batten lectured at Vanderbilt for its Department of English. In his spare time, Dr. Batten backpacks and plays classical piano. In fact, he is so skilled a musician that he could have played professionally. Dr. Batten says he was attracted to MBA by its "high-quality students" and by MBA's reputation.

Mr. Randy Henderson, a MBA graduate, will return to MBA to teach English. He attended Princeton where he majored in English. Mr. Bondurant described Mr. Henderson as a "very fine student" who will add not only his academic talent but also his skill in athletics. Mr. Henderson will coach wrestling and freshman football.

Mr. Floyd Elliott, who taught at MBA several years ago, is returning to teach seventh grade mathematics. He replaces Mr. Ricky Bowers, who now teaches and coaches at David Lipscomb. Mr. Elliott taught and coached at Gallatin High School and then at Page High School. Mr. Elliott says that MBA's emphasis on both academics and athletics has brought him back to MBA. Mr. Bondurant calls Mr. Elliott an "excellent math teacher" who "can assist in many other areas of school life." Mr. Elliott will assist Mr. Owen in coaching football. He will also coach freshman basketball.

To aid Mr. Novak in teaching junior school science, MBA has found Mr. Brad Leach. Mr. Leach, a Nashville native, attended Hillsboro and played soccer there. He graduated from the College of Wooster in Ohio, and obtained his masters degree from Vanderbilt, where he was a teaching assistant. Mr. Bondurant praises Mr. Leach for his "considerable experience in the earth sciences." Mr. Leach's goal is to "have students become interested in the science of the earth." Mr. Leach enjoys reconditioning Ford Mustangs and playing soccer. In fact, he will aid Mr. Lanier in coaching the soccer team.

The history department will gain two new members. Mr. Tom Moore, another MBA graduate, will teach seventh grade history. He attended Vanderbilt, where he excelled in both academics and athletics. He will help coach football, basketball, and baseball. Mr. Bondurant described Mr. Moore as a person with "academic and coaching strengths."

Mr. Henry L. "Hank" Hopping will not only teach eighth grade history but also junior school word wealth. In addition, he will be

coaching microbe football, baseball, and basketball. He is a graduate of Sewanee. Mr. Hopping, a Fort Lauderdale native, has taught at two summer programs for a boarding school in Connecticut. He was attracted not only by the high quality of the student body and the faculty but also by good impressions gained from his acquaintances with MBA graduates. In his spare time, Mr. Hopping enjoys biking and backpacking.

The last but definitely not least new addition to the faculty is Mrs. Carol Steele. She might better be known as Dr. Gaffney's sister. Mr. Bondurant describes her as a

welcome addition to the faculty because of her "effervescent personality." Mrs. Steele will be teaching seventh grade reading and word wealth. She was born in Arkansas but moved a lot because her father was in the military. She studied at MTSU and Vanderbilt and is currently working on her masters degree. Before coming to MBA, she taught in the sixth grade at St. Ann's. She hopes "to instill a love for words and books" in her students and to spread her philosophy that "if you can read, you can do anything." In her free time, Mrs. Steele reads and does needlework.



Mr. Floyd Elliott: seventh grade math teacher and assistant varsity football coach.

## Dr. Niemeyer Shares Insight

(Continued from page 1)

**Bell Ringer:** What constructive criticism might you have for the MBA students of this era, of today?

I think that they should focus less on their entertainments and on their social activities and more on their future. There are quite a number of boys that do that, so these remarks aren't really meant for them, but there are quite a number who live day to day, grade to grade, test to test, and don't think about their future until sometimes it's too late. In their Junior year, they start worrying about it. MBA students have, in many respects, a lot of money, a lot of possibility for fun and entertainment and games, and so it's very easy to get lost in that world. I think the responsibility is their future and that, if they are responsible about their future, they will think of things that they should be responsible about—society, religion, things of that sort.

**Bell Ringer:** Any praises?

MBA is an excellent school and will have excellent students, so when you find good students at MBA, you find the best, really super—intelligence-wise, character-wise, athletic-wise, all of that. You find the best, and that is most enjoyable for a teacher. To be in a public high school, you may have to go 20 years to find some of the students we have every day, and that makes teaching enjoyable.

**Bell Ringer:** How well do you think the faculty and the administration get along?

There are always problems in any school in any place. I think this school has handled whatever problems it has had in a very gentlemanly way and a very subdued way, so in that sense, I praise this school. The atmosphere at this school is very good in comparison to other schools, I've been in other schools where tensions have wracked the faculty and the administration so badly they can't talk. They do horrible things to each other, they cut each other down, and there's no trust between the two. But, at the same time, there are some tensions, and I think that's normal. I don't see any way you can avoid it.

**Bell Ringer:** Would you comment on the relationship between the faculty and the students?

I think the faculty has a very deep respect for the students, on the

whole. In every school year, both students and faculty get buried inside of their own little environment, and they get picky on each other, but when the school year ends, and we stand back and look at what we are and where we've been and what we've done, I think there is a deep pride of the faculty for the students. I think the students, though, have one disadvantage the faculty doesn't see: that is the student doesn't see himself in comparison to other places and other students; therefore, the students may get pickier with the faculty than the faculty does with the students. Sometimes it's good for the student to back track and look at other high schools and look at other students and see what they gain from their environments and to see just what they gain from MBA. I'm not sure any of these tensions are abnormal; for a high school level, that's typical. Sometimes I think, in fact, we take it too seriously.

**Bell Ringer:** Do you think that the MBA student has the freedom to express himself in whatever areas he desires—art, journalism, or whatever, or do you think the student's creativity and freedom of expression are sometimes stifled?

You brought up two issues, one of the creativity and the other freedom. And the one on freedom is hard to answer because we have different definitions. A student's idea of freedom is to do what he pleases. A teacher's idea of freedom is to act responsibly, and I think the teachers have always allowed any responsible action by the students. And then we start quibbling about what is responsible. The students want to do whatever they please regardless of whether it's responsible or not, and most of the issues that they raise, as issues of freedom, usually have to do with irresponsibility. They want to be able to do whatever they please, and the request comes without looking to society. They cannot do whatever they please in society and get away with it, and even if they can express themselves as they wish in society, they might find themselves ostracized anyway if they do certain things. What the teachers and administration look at is a responsible society. We look ahead to professionals and the way they act, and we want students to act responsibly in that direction. What the students

are looking at is often their pop culture, what they want to do in terms of that. And so you get a conflict on ideas about freedom.

As far as creativity, that's a completely different issue, and I don't really see a link between the two, but creativity is a difficult word to define and has had a lot of debate. Quite often, people think creativity is very much like the student's idea of freedom, just saying whatever you feel like.

**Bell Ringer:** So they are a little bit connected?

Yes, in that respect, they are. A real view of creativity, though, is doing something beneficial, picking up on a word that we've used in literature or being creative in terms of comedy, integrating things and working on a wholeness of things. So an artist, for instance, does work out of vision, and an intellectual thinker does work out of thoughts, and a scientist does work out of new information and new knowledge. Those are acts of creativity. They are not limited just to writing poetry or just sitting down and drawing whatever painting one wishes. What we do, for instance, in theme writing, especially in the Honors Classes, where you sit down and write a theme all by yourself without prior guidance, is a creative act, but if you're talking about art and merely expressing oneself, we do not do much of that. Not that we don't really want to. My own objections to it is that at high school level, you can't do a very good job of that and also, we don't have enough time for that. We've got so many basic skills that we have to get the student ready for in college, we don't have time for that. But I will quibble strongly with those people that say that we ruin creativity. If you look at our alumni, and you look at what comes out, for instance, I am astounded at the number of MBA graduates that become English majors, and yet, when they are here, English is gripped at as being one of the most stifling subjects and the one that doesn't allow any creativity; and yet they all go on to college, and they become these English majors, and they love it for its creativity, and the question is if we do so bad a job with that, why is it that there is so much inspiration later on? I do not think MBA ruins creativity because I do not believe anybody can ruin

creativity. I believe it's something that is natural and inborn and, in fact, the more it's repressed, the stronger it desires to come out. So, for instance, you take these painters like Van Gogh, people who are repressed, people who are pained, and they somehow produce the greatest art. Granted, we don't do much, but I don't think we ruin either.

**Bell Ringer:** Apart from the physical changes, do you see any specific changes over the years at MBA as far as attitudes are concerned, as far as relationships between each part of the school?

I see a change in the students. I'm not sure I have a good enough perspective to see changes in the faculty as a whole. I'm not sure where we've moved as a faculty, but in the students... the students have become more irresponsible. I think they've become more intelligent in ways, but that may not necessarily be all that good because it becomes a kind of bookish intelligence rather than a matter of wisdom and practicality, of knowing about life and knowing what life really is. I think many of the students have become very easy with themselves in life, and they don't grapple with problems and with pain and suffering. Even if they have it in their lives, they don't grapple with it, and that leaves them immature at this level, at this age. They are more immature than they used to be, to say the least.

**Bell Ringer:** What do they do with the pain?

I don't know. I think they get rid of it, their lifestyle being so easy, they just ignore it.

**Bell Ringer:** If you had one piece of advice to give to a 7th grade student concerning his education at MBA, what would it be?

It would be to take his studies seriously and do his best, but not to get uptight. If he has done those requirements, not to worry. There is a terrible pressure on young students, which is created by parents, by teachers, by schools, by just this mass society, to excel regardless of one's capabilities and one's talents, and that pressure a student needs to learn how to handle, unfortunately, at an early age, and I think it's an unfair pressure. So he should do his best, find out his talents, find out who he is, and then not worry.



## Features

# Herring Talks About AP Program



Mr. Herring hard at work at Mills.

By BILL COCHRAN

In a recent interview with the *Bell Ringer*, Mr. Herring expressed some of his views on the AP program and standardized tests in general.

**Bell Ringer:** In your opinion, what kind of student should be enrolled in an AP course?

Well, I don't think it should be democratic. I don't think it should be open to anybody. I think the student should have a pretty good grade point average. I really think that, especially in the case here at MBA, that the student should be a little bit more self-motivated.

**Bell Ringer:** What about last year's class, where there were two classes? Do you think there were some students that should not have been enrolled in the class?

Oh yeah. There always are some that probably should not have been in there. There were about five or six at mid-year that I thought probably should drop back and a couple did, three did actually. Their grades, the group that stayed, their grades were up and down enough to where I thought there might be a chance for them. I don't like to cut any guy who is in there and is working hard and who gets into the course because of his reputation. If he's got a pretty good reputation, if he, in other words, is not just anybody; if it's a student who is doing advanced work, and gets in there and falls behind, I don't think

we should automatically start thinking "drop him". So once he's in there, I'd like to keep him and hopefully he'll do better, but I definitely think that we need more strongly self-motivated students plus the good grade point average. If I had my druthers, I'd rather have a bright, highly self-motivated student. I mean, that would be the ideal thing to have, and, unfortunately, the majority of the students are bright but not highly self-motivated.

**Bell Ringer:** If an average student came to you for advice on whether or not to take an AP course, what would your advice be to him?

Well, if he had a decent grade point average, and if I knew him to be strongly motivated, or if I knew something about his personality that would seem to indicate that he was a hard worker or something like that, I would suggest that he take it. I would encourage him to take the course, but I would let him know out front, you know, that it's going to be difficult; that there's going to be a lot of work; that there's going to be, perhaps, more reading and writing than you're accustomed to; that there's going to be plenty of lecture notes to take; that it's probably not going to be the kind of history course that you would traditionally expect. I mean it's going to be more than just political history. It's economics and social and intellectual and philosophical and all that kind of stuff.

**Bell Ringer:** Anything else?

Well, I would also recommend that he take the Ancient Medieval History course first as a prerequisite even though it's not offered that way. Personally, I feel like we don't offer enough history in the curriculum, but I would encourage him to take the Ancient Medieval not only because of the historical background, but because of getting used to what I do, before he gets into a course that counts so much for everything.

**Bell Ringer:** For you, in your opinion, do you think there's any specific advantages of taking an AP course and getting average grades as opposed to taking a regular course and getting good grades?

That's a tough question. I can understand the student's point of view on that. I can speak best from

the teacher's point of view on a question like that, and my first response to that would be well, I don't look at it that way. If you're looking at the course that way, you don't need to be in this course; you need to be in the other one where you can do well, because if you're really worried primarily about your grade point average, and how it's going to be affected, you better not get in this course because it could be affected by it. At the same time, I sympathize with him because there's so much pressure from his parents and from the school and from the national grading groups and all that kind of thing. I guess I would have to say, "Well, if you're more worried about that; if that is a major concern of yours, personally, I would rather you not get in the course. It probably could affect your grade." I would tell the student, "personally, from my own experience, I would want to get into the advanced class just to have it on my transcript." Whatever I do, whether I do badly or well or whatever, I still feel like I wouldn't regret it because at the end of it I would say well, that's an advanced course, and as long as that's on there in nice big letters where the college people can see that this guy was in the advanced course as opposed to the regulars, then if they don't take that kind of thing into consideration, then I don't belong in that college. I mean, if they're not going to give me some kind of credit for that . . .

**Bell Ringer:** In your opinion, do you think the AP program as a whole, not just at MBA, has any weaknesses to it?

Well, yeah, there are some. Generally I think that the program

helps 70-80% of the students. I really think it helps, and it's a useful program, and I love teaching it, so there are plenty of plus factors to it, but there are some things that do bother me about, not just the AP program in general, but national, standardized tests, and that would include SATs and PSATs and all that kind of thing. One of the concerns that I've got is that there is a preoccupation with doing well on the AP exam, and again, this is a natural feeling for a student to have; his parents and school and that same old pressure to do well, and I really feel like a lot of students go into the class really expecting and hoping to do well on the AP exam, and that is the primary objective. That is the goal. And anytime there's a problem, anytime there's a bad grade, the reaction is based on that ultimate objective out there and not really on doing well in the class and understanding what history is all about and understanding the period that we're studying and how it might relate to something else. It's all geared toward that preoccupation.

**Bell Ringer:** How do you feel about memorizing and not learning? That's a problem.

Yeah, it is, and I contribute to it because I give tests that require the student to do a lot of memorizing, and in history, you know I mentioned at the beginning of the year, history is the kind of course where you have to memorize a lot; it's just one of those things. If this were an advanced class, a junior in college, I would not be as concerned about you guys memorizing fundamentals like when this event happened and the terms of the treaties and that

kind of thing. If this was a class at that level of your college life, of your academic life, but it's not, it's a course at the beginning that does require a lot of fundamentals. So what I'm suggesting here is that I contribute to the preoccupation, because there is a lot of memorizing. Well, I would rather do away with some of the memorization, and I'm actually doing some of that in the course. I know it may not have seemed like it this year, but we are doing more and more of the things where you take the documents home and read them. I'm going to try to do more of the essay type tests, but really to do away with the preoccupation, we would just about have to change people's way of thinking so much about education, but that's a concern that I've got. I wish that something could be done about that. The AP, the course, I mean the test, is kind of viewed as an end in itself; it's not a means to a further end. It's the end rather than looking at it as a way of measurement of something else.

The second big concern I've got is, and this applies not just to the AP exam, but to SATs in general; the pseudoscientific application that everybody gives to SATs and APs, and let me explain what I mean there. Education is not a pure science, it's just not. And I think people kind of have a positivist attitude about it. It's difficult to measure things in a scientific, mathematical way in the field of education. You cannot measure a student's performance that clearly, and again, I'm not for doing away with SATs, I'm not for doing away

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## Honor Council

By BRYAN DONNELL

The Honor Council is looking forward to this year with great expectations. Last year's major changes in the Honor Council Constitution, which take effect this year, have given birth to a sense of a fresh beginning, along with a desire on the Council's part to start now in turning the honor system towards fully accomplishing its purposes and goals.

The amendments in the Constitution, of course, stated nothing new in Honor Council procedure; they were primarily made to adjust the Constitution towards the reality of the Honor Council as it has developed over the years. The amended Constitution does, however, now provide a useful guideline to the Council that can be used to guide, advise, and support the Council in its decisions. For example, the old Constitution provided little aid in deciding punishments because it: (1) set forth several archaic methods of punishment; (2) literally gave the Council the freedom to do anything at all it deemed suitable, and (3) did not bear any resemblance to the system now in use. Thus it weakened Council decisions by giving nothing to refer to when deciding on a penalty. The modern Constitution, though, provides a uniform four-

step system of warning - probation - suspension - expulsion that remains flexible yet provides the Council members with a guideline in judgment-making. Other such clarifying amendments were the new outline of the process of election, which will be the same as in Student Council elections, and the specification of Honor Council cases as being those that pertain to lying, cheating, stealing, and deception (which includes plagiarism).

Far more than just clarifying matters, however, the alterations in the Constitution have marked the beginning of a period of change in the honor system. With the entire workings of amending the Constitution completed, there came an atmosphere of change around the system, and the success of the efforts involved spawned a sense among Council members of an ability to incite change. All of this is opportune. For several years there has been a level of dissatisfaction among the Council about the role it has been playing in student life: that of a mother with a wooden spoon or a secret police execution squad hammering offenders into submission. The issue in many students' minds at present, it seems, is whether one can get away with an offense rather than the desirability

of following the honor code. Recently offenses such as "borrowing" calculators or lunches have been growing increasingly, part of everyday school life. The Honor Council obviously can't control the situation by instilling fear in every student, for that would only distort the issues more. Instead, it is the desire of the Council to work at changing the whole concept of the system so that it is seen as a familiar, accepted institution designed to benefit students both as individuals and as a body. For the Council's twelve members alone to achieve this aim, though, is impossible. It will take the willingness of the entire student body to cooperate with the system, because an honor code means nothing to an individual when enforced only from the outside.

Meanwhile the Council does plan to do anything within its power to gain cooperation with students. In the future, Honor Council workings will be brought into the open as much as possible, a real effort will be made to destroy the mysterious or isolated air surrounding the Honor Council. The members of the Council are optimistic about the potential for change and growth and look forward to this year as a major stepping stone towards a more ideal honor system.

## Survey

(Continued from page 1)

development. There was high satisfaction with the quality of MBA as a whole among both parents and students.

The administration was proud to have taken part in the survey. It challenges MBA to become an even finer institution. Mr. Bondurant is very grateful to Dr. Sieveking for all his work and dedication to this project. Both men agree that "the major impact of the survey is a greater openness and communication of all people involved at MBA—students, parents, teachers, and administration." Thus, MBA furthers its continuous growth to being the best school it can be.



## Features

### Cheerleading: A New Era

By DON FISH

Not only has the varsity football team spent many grueling hours of practice in the hot sun this summer, but the varsity cheerleading squad has served its time in labor as well. This year, the squad's new goals have necessitated special dedication and commitment rarely seen in the past, and the results of this improvement are already being witnessed.

The cheerleading season actually had its roots last spring when a select seven girls from H.H. and S.C.A. were chosen from a batch of nominated candidates and immediately warned about the heavy demands to be made of them in the forthcoming athletic seasons. After agreeing to live up to the expectations of an MBA cheerleader, the girls began discussing new uniforms as well as plans for the upcoming cheerleading camp at MTSU.

To serve as partners for the girls, 7 male cheerleaders were also picked from the student body and promised to be committed to the Big Red spirit. The girls consisted of captain Kristen Kirby, Margaret Goodrum, Katy Morrissey, Molly Reynolds, Mimi Bryan, Chris Topley and Wendy Bryan. Their partners are captain Don Fish, Steven Gilleland, Harris Gilbert, Chris Sanders, Chip Blaufuss, Louis Graber, and Joe Rich,

Together, this squad promises to be one of the strongest MBA fans have seen in a long time.

Initial practices began in mid-June to prepare the squad for the National Cheerleader Association's summer camp where cheerleaders from all over the Southeast compete for coveted awards. David Lipscomb College Homecoming Queen and local model Debbie Turner (Ricky Bower's fiancée) stepped in at this time to help the squad benefit from her collegiate cheerleading experience. She taught the team new cheers as well as special techniques to impress the judges at camp, and this assistance paid off in later weeks.

Of course, the real backbone behind this year's improved squad is Mrs. Pat Malone whose perseverance and strict military-style training has insured the devotion of every cheerleader and the potential success of future efforts. She first overhauled the old system by installing a new judging process which made fairer the decisions for selection by a point-based technique. She then compiled a list of new rules with which each cheerleader would comply and encouraged the purchase of new uniforms for both boys and girls. Mrs. Malone worked with the squad to pick the dates on which they would attend

the mandatory camp, and then drew up a suitable practice schedule for the summer months. Co-sponsor Mr. Fisher assisted Mrs. Malone in many of these duties.

Cheerleading camp was a big success for the MBA squad, and those who attended seemed to benefit from the experience on the plush MTSU campus. "Camp was truly an experience," said Louis Graber about the trip. "It was so fun," added Chris Topley. "We learned a lot," noted Molly Reynolds, "and we got lots of presents." Presents as in awards, and our team did win a lot. "We got 1 blue ribbon, 2 red ones, and a spirit stick everyday," boasted Captain Kristen, and with good reason. No other MBA squad has received so many awards at one camp, and the daily spirit stick is a definite sign of the squad's enthusiasm. Coach Turner went along with the squad to MTSU and played a large role in energizing the group and pushing them to their peak performance, and, for the first time, the squad actually lived on campus during the camp instead of commuting, which helped get the Big Red involved in all aspects of summer camp. Overall, camp this year was a fortunate success and predicts great improvement in the squad.

So what can Big Red fans be looking forward to from the cheerleaders in the upcoming



The 1985-1986 cheerleaders pose for picture in new uniforms.

months? Well, many new ideas are still in the planning stages and some are already being put into practice. In the 4-hour weekly training sessions, the cheerleaders are cleaning up the rough spots in their cheers and perfecting the daring partner stunts learned at camp. New pyramids are also under construction, and spectators are sure to be awed by the acrobatic talents put to use. The new uniforms have arrived including sun-tops for the girls and new MBA sweaters for the guys and will help make the group look more like a team. The girls are now learning pom-pom routines set to music to perform at pep rallies and games, and even Vanderbilt Commodores are eager to help the girls choreograph new dances. Vanderbilt cheerleader captain John Friday will begin coaching the boys when

he returns to school, and Debbie Turner will continue to help the entire squad. New and unique pep rallies are being drawn up and rehearsed for the weeks ahead, and plans to get the entire student body wrapped up in Big Red spirit are already in practice. Most of all, however, the biggest change for this year is the true commitment the cheerleaders are already showing for the school and the team, and, under Sgt. Malone, this devotion will be sustained throughout the athletic year. Big Red fans should have no fear that their cheerleaders will let them down this year because the squad is already too involved in its own spirit to die out. So if athletic teams will do their best this year, they can be sure that the 1985 cheerleading squad will back them up.

## Herring Talks About AP Program

(Continued from page 5)

with AP scores and that kind of thing, but I think they give much too much emphasis not only here but everywhere else really for that matter. In fact, it seems that the emphasis is moving increasingly in that direction. Parents and people getting more and more psyched up about SATs and APs. They are not . . . when I say scientific, I guess maybe I should say mathematical, they are not an exact absolute measurement of the student's performance. There are so many variables in a national exam that a teacher cannot be prepared for. I don't know what's going to be on the exam and they deliberately don't want me to. I mean, they rotate the stuff that they emphasize on an AP exam from year to year. It might be intellectual history in the 19th century; it might be political history in the 17th; you know. And again, you can understand why they are doing this. They deliberately deceive, to some extent, so that nobody can know exactly what the questions are going to be, but at the same time, at the same time, when the thing is graded, and when the grade is recorded and all that kind of thing, a lot of people come away thinking well, we now know what the student can do. This is where this student is academically and it's not necessarily that. It is a good measurement but it's not a scientific, mathematical way. You just can't do that in education. It's a field that has too many things that go on in the classroom. Thinking, how do you quantify thinking, you know. I could talk about the merit

pay plan for teachers, which is another thing that I'm just really down on because of the very same thing; education is not a field where you can get in there in the classroom and mark a little box XXX. Oh well, what is a good teacher? Who on this campus is a good teacher? Is he the one that has the dynamic personality, is he the one who stands up there and is firm or fair. A good teacher . . . oh well.

One other criticism about the AP program; this is about the AP program, not SATs. Students, a good percentage of them, are taking the course in order to get exempt from college history courses. Now again, this is something that's built into the program, and it's kind of mentioned, you know, and students think gosh, I won't have to take any freshman or sophomore history, you know. I won't have to take any undergraduate . . . I can take it all right here, and I get exempt and this kind of thing, and that's well and good and so forth. But I'm afraid that a good percentage of the students, I don't know again what the statistics on this would show, but I'm afraid that a good percentage of the students who take the course think about this as the end of the line for the study of history. This is it. And, of course, speaking from the standpoint of somebody in the field who loves it, I shed metaphorical tears all the time about students at MBA who are going into engineering, who are going into medicine, who are going into law, and they will not open another damn history book for the rest of their lives if they can help it. And it's a field that, to me is so . . . I mean, it is just fundamental as a good background for all of those

it not only provides you with facts, you know, about your field and keeps things in perspective for you, but it just does all these other things that, unfortunately, are just kind of lost because the student gets to college and, theoretically, he is supposed to now go on and take advanced, specialized studies in these various areas, and a good percentage of the students, if not most of them, don't take anything else. The course was designed to help you get away from that Western Civ course in college so that you could devote more time to the specialized areas. I would like to see a study of how many students actually go on and take English Social History in the 17th century, you know, a little seminar-type thing. I just don't think they do. And I'm afraid the program encourages that kind of thinking, you know, you want to get exempt, and yet, in theory, it was designed to encourage students to take more advanced history courses when they got to college because they already had the fundamental stuff out of the way.

Bell Ringer: What do you think are some of the advantages of taking the AP program? We've talked about some of the negatives.

Well, I think that a student, if the teacher is teaching the course right, and again, I'm assuming that's the case here. If the teacher teaches the course right, he's exposing the student to the kind of things that he's supposed to be exposed to on this level; that the student has an opportunity to take probably, well, the most advanced course in that discipline on high school level, whether it's chemistry or history or whatever; that he is getting top-notch, first-class college, freshman

and sophomore level work that he's getting exposed to, you know, the books, the writings, the major thinkers in the field. He's getting some top-notch, personal, individual attention from the teachers, especially here at MBA, where we have more of that. Of course, it looks good on his transcript and you have to be honest, if he does well on the exam at the end of the year, the college admissions people, you know, like to see that. And it definitely works to his advantage to take the thing whether he does well or not, it looks good on his transcript. I think, you know, I think that for the student, there are mostly advantages to taking it.

Bell Ringer: What would you like to be seeing? Would you like to be seeing anything done in the program?

Well, the AP program I like. Mike Drake, I think, does a great job of just kind of having a laissez-faire attitude about what goes on in the classroom and if I didn't have that, I couldn't function. He lets me do just about what I want to do and that way I can mix up lectures, slides, or whatever I want to do, and I don't have to worry about whether I'm being dictated to about ABCDEFG. So I feel good about the AP program. The history program, in general here, I really wish something could be done about that myself. I really wish electives, more electives, would be offered to students, maybe junior and senior years, and I'm not talking about economics, I'm not talking about Tennessee history, I'm not talking about those things as good as they are. I think it's great to have an economics program here, but I'm

talking about history courses; electives. And when I say electives here, I mean something relatively specialized like US-Soviet 20th Century Relations. I'm talking about a History of Philosophy maybe. I'm talking about just anything like that; 19th Century French History where you spend a year or maybe a semester or something like that looking at that and not have a lecture orientation on that. Let the students do more work in and out of the classroom, seminars, that kind of thing, and it be an elective, I mean it wouldn't be required.

Bell Ringer: While we're on it what do you think about the course selection here? Do you think it needs to be broader in other ways than in just history?

Yeah, I guess generally, I would say yes to that. I think that we've got a good core curriculum here and, in keeping with the conservative, classical approach to education like we do here, we've got a pretty good curriculum. I personally would like . . . I mean, my druthers again, I would probably eliminate one year of math or something. I mean, we've got what, five years, or something like that, four years. I would get rid of one of those required years. I don't know about the Latin thing for the younger kids. I don't know if any changes have been made there, but maybe starting around the ninth year, I would wedge in another year of history there somewhere, and, of course, that would be my little personal preference on that. I think, in fact, it would be nice, I think if we would open up more specialized studies in the other disciplines. I would imagine some of the other teachers feel that way, too.



## Features

## Kenya: A World Apart

By BILL COCHRAN

Often it is so easy to get caught up in one's own little world, especially if you go to MBA. So many of us don't begin to think about what life is like outside that narrow world. We get a good education, we live well, we are free to do what we like to do. We go to parties, and we go on dates. In general, we have the opportunity to enjoy our lives to the full. There is nothing wrong or evil about that kind of life, but if we get so absorbed in that life and fail to really see the world that exists outside our comfort zone, we become individuals blinded from the reality of the world. Through this article I would like to reveal to you another world, the world of Kenya, a coun-

try in East Africa. In describing this culture, it is necessary to use generalizations. What I describe is not necessarily true for every African or every Kenyan. There are three aspects of Africa and of Kenya in particular that I would like to relate: the educational system, the different concepts of the people, and the lifestyle to which they are accustomed.

## Education

In Kenya and in many African countries, there are four levels of education. The first level of education is primary school, which consists of grades 1-8. The next level is secondary school, which consists of "forms" 1-4. "Forms" are merely grade levels. A "form 1" student

would be similar to a freshman in high school in America. The third level consists of "forms five and six". The fourth and last level of education is university which lasts for three years.

There are several types of secondary schools. The most prestigious schools in Kenya are the government sponsored ones. These schools have all the money and most of the good teachers. Another type is called a "harambee" school. This type of school is formed by the people of a village, who want to educate their children. They pool their money to build the necessary building and hire the teachers. Harambee schools can have as few as twenty students or as many as three hundred.

The African students in general are incredibly eager to learn. They want knowledge. To be able to learn is a blessing to them. The students will come to school every chance they get. They will study and read without anyone telling them to. They will write compositions for the teacher to grade in order to improve their writing ability. They are truly eager to increase their knowledge.

Several courses are offered at the secondary school level: English, Swahili, commerce, biology, chemistry, physics, mathematics, geography, American history, E. African history, W. African history, Bible, and others. Sports are played as well at this level. Needless to say, the athletic ability of these students is amazing. Unfortunately, in many Kenyan schools, soccer and volleyball are the only sports available for the students to display their athletic ability. There is no concept of basketball.

The way in which students continue their education is extremely different from our system. To go on to form five and six and to university as well, the student must pass one exam. It does not matter what grades he makes in secondary school or what activities he gets involved in; if he fails the exam, his education is finished. This would be like having to make above a 1300 on your SATs to go to college. Needless to say, very few students continue their education. Many work in the fields for the rest of their lives.

## Concepts

The mentality of the Kenyan in general is completely different than ours. As a whole, they perceive things differently than we do. For instance, the less educated Kenyans hold the white man, or "mesungu", in reverence. There is no resentment at all, just respect. They see the white man as superior to them because we have supposedly "progressed" and are "civilized," whereas they are not. The more educated Kenyans however, will be more likely to question the ways of the Western world.

The Kenyans in general perceive America as a land where everyone is rich, and in many ways we are. It is true that many of the poorer elements in our society are better off than some of the wealthier elements in Kenyan society. If you have a tin roof and a brick home in rural Africa, you are a very wealthy



Kenyan high school students posing for a picture in front of the Kenyan flag.

person. In some places in Kenya, if a person is overweight he too is considered to be wealthy because only a person with money could buy enough food to make him that way.

The Kenyan concept of cleanliness and neatness is also different from ours. Many times students at MBA try to look messy or "arrogantly shabby." In Africa, dirtiness and shabbiness are perceived as being "backwards," and cleanliness and neatness are perceived as a sign of progress; therefore, you will rarely see a student going to school with dirty clothes on or see a disorderly hut.

The Kenyans, as well as many Africans, also have a different concept of fitness. In America everyone wants to be trim and fit; therefore, we all run, lift weights, do aerobics, etc. In Africa, if a person is seen jogging, he is either sick and is running to a doctor or is crazy. The thought of running to keep fit would be totally ludicrous in the mind of an African. How often would you exercise after plowing your father's field for hours on end? The Africans, on the whole, do not have to exercise to keep fit.

The Kenyans also have a different perception of time. For instance, if a meeting is scheduled at 2:00, a Kenyan might not show up at the meeting until four or five o'clock. Time is just different for Kenyans. Being several hours late to a meeting or whatever is no big deal. Another example of the Kenyan concept of time is that a student who is able to continue his education might not be able to continue it for several years, simply because there's no opening.

The Kenyans have a totally different concept of boy-girl relationships. It is common in America to see people our age holding hands, touching each other, kissing, etc. In Africa, boys and girls do not touch. They do not. There is no show of public affection whatsoever. That is not to say that the boys and girls don't get together. They do, but they don't do it in public.

Teachers in Kenya are perceived differently than teachers in the U.S. as a general rule. Teachers are highly respected as a whole in Kenya. They are respected because they have knowledge. I might add that teaching is a much better paying job proportionally than it is in America.

## Living

In Kenya, women in general do all the hard labor. In ages past, the Kenyan man was the warrior who fought the battles, and the Kenyan woman was the one who plowed the field and nursed the children. As time wore on, men no longer needed to be warriors, but they never made any transition of roles. Today, men in Kenya sit on their butts while the women still plow the fields and nurse the children.

The standard of living is much lower in Kenya and in all of Africa than in the U.S. For example, only in a good sized city will you have running water and electricity. Many of the roads in Africa are in terrible condition. Only the incredibly rich people there will have a car. The Africans would have trouble comprehending an American garage with three cars. The Africans on the whole make much less money than Americans. The average income in Kenya for example is two hundred dollars. One must also realize that in Africa, the cost of living is much lower than that in America. For example, a normal bottle of Coke in Kenya will usually cost two shillings, or fourteen cents.

The Kenyans eat different types of food than we do as you might expect. At every meal, the Kenyan has ugali. Ugali to me tastes like, looks like, and feels like a mixture of mashed potatoes and play-doh. If a Kenyan wants a chicken to eat, he must kill and clean one of his own chickens. The chicken is nothing like Kentucky Fried. Only on very special occasions will a Kenyan kill and eat a chicken.

The normal Kenyan will speak three languages: English, Swahili, and their tribal language. They do not speak English well at the secondary school level. The religion of most Africans is Christianity. By 1990, there will be more Christians on the African continent than on any other. Their Christian faith is the same as ours.

My descriptions of the Kenyan people have been full of generalizations in order to be able to give you a broader picture of the Kenyans as a whole. I hope I have been successful in shedding some light on what life is like in Kenya. I hope you will think about the differences, and I hope that through that thinking, you will become more aware of life outside our own narrow world.



Kenyan Form III students hard at work in classroom.

## Art Preview

By BRYAN DONNELL

The hefty Art schedule already planned for this year by Mr. Womack promises that the Art program will achieve a greater level of prominence in school life than in years past. It also promises that the "Art Experience" will be involved and enjoyable enough to satisfy even the most raving art maniac.

Two shows are already planned. On September 8, MBA will sponsor a show for three weeks in conjunction with Cumberland Galleries featuring artists who work with different types of media. Then, on October 27, MBA will see the return of the acclaimed Prisoners' Art Show. As last year, this show will feature the works of inmates of the state prison, but will be bigger and better with a greater degree of inmate participation, and Mr. Womack hopes to draw in a larger audience. Ideas for other shows are still floating around, but some of them will definitely solidify later on in the year.

There will be a much larger opportunity for and subsequently degree of student participation. Two Art History AP classes are planned with one of the largest enrollments in the state. During seventh period, Studio Art AP class, designed to move the

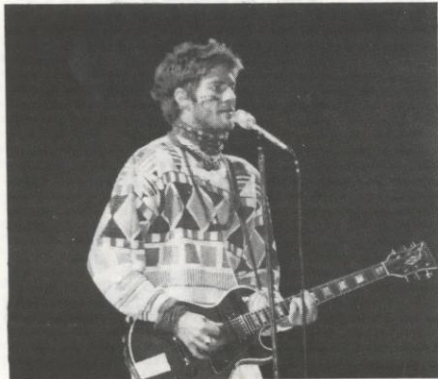
student's art career into the more directed and involved fastlane, will take place for the first time. The junior school will continue to penetrate into Art at a higher rate of nineteen per class. There will still be periods open for students to come circulate their creative juices in Art during study hall. Then, even after all that, extra goodies such as an Art History field trip to Chicago where the five works demonstrated at locations such as the Art Institute, the Oriental Institute, the Museum of Contemporary Art, Second City, and the Chicago pizzerias will be absorbed, not to mention the fine architecture located there (including some of Frank Lloyd Wright's originals). The nine available slots will be first offered to Art History students.

Students with any artistic inclinations at all should seriously consider becoming involved with the Art program this year. All studio art classes, AP or otherwise, will remain informal and will be centered as always on allowing the individual to "do his own thing" and the process rather than the finished work. The Art program can be a great place to discover one's own interests and goals and to express ones' self in a creative form. Come and discover the Art Experience for yourself!



## Features

## Animals!



Kevin Grey.

By DAVID WOOD

The White Animals on a major record label? Some may think not. Some may think so, as does this reporter. The Animals, as they are nicknamed, have been together for nearly eight years now and have now had the same lineup of musicians and technicians for over three years. They are ready to totally "shed the garage band image and make records like the 'big guys,'" says Tim Coats, sound engineer. With their hopefully soon-to-be-released fourth album, the White Animals should sound like the other top artists of today.

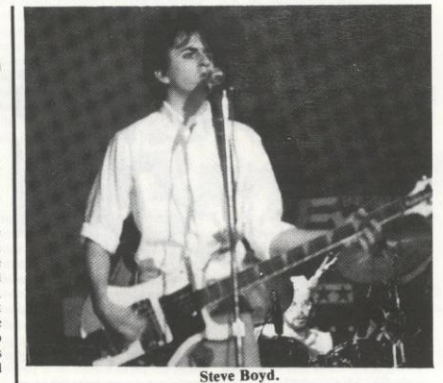
The group is trying to sell this yet unnamed album to a major label, in order to get the exposure that today's supergroups get. In order to do this, the Animals have taken on the method of making an album that other superstars have. First they rehearsed 16 songs that they considered for the album and chose the ten best to take into the studio

and record. Then, they go to an excellent studio to record under the direction of a "big name"; producer such as Busta Jones who has produced albums for artists such as John Waite and The Talking Heads. The Animals also learned to use many studio tricks to make their sound more sophisticated like other major artists. One common way to enhance the sound is to use synthesizers along side of guitars and drums to fill the sound and make it more structured. To top it off, the Animals have digitally mastered the recording so that it will be as clear on vinyl as it was in the studio.

ing it big, and we can't please everybody all the time," said Tim Coats when asked how the band has changed over the past five years. Coats says that the band still retains their interest in local rock and is glad to help new bands like the Automatics or Unitz, but that they cannot play every other week in town when people in Los Angeles and in New York are trying to get them there.

The White Animals have grown immensely, as evidenced by the size of their only public local appearance, a 2000+ people show at War Memorial Auditorium.

Another sign of the changes is the fact that the White Animals no longer play shows from Boston to Austin, they now play from New York to L.A. and every point in between. Private shows with the White Animals are getting few and far between, but if you get the chance to see them grab it, THEY'RE GREAT!



Steve Boyd.

## Questionnaire

By TRAVIS JACKSON

In the spring of the 1984-85 school year, members of the rising sophomore, junior, and senior classes were given a chance to participate in a *Bell Ringer* poll of their entertainment tastes. Twenty-five percent of those eligible participated. The questionnaire consisted of questions concerning the types of music, television shows, movies, and books which students at MBA preferred. Because of the noticeable amount of dissatisfaction within the student body in regard to the content and treatment of subject matter in the Entertainment section, there was also room for suggestions concerning the improvement of the Entertainment section. Following are the results of the poll and some objectives for the Entertainment section next year.

First, 21% of the votes made American Rock music the preferred type of music for MBA students. Sharing second place with 15% each of the votes were British "new music" and American pop. In third place with 12% of the votes was "Local" music, the New Wave/Punk music of Nashville's club bands. Next, with 11% follows Punk music, which is presently on the rising side of its popularity cycle. The remaining 26% was divided among the remaining categories in this order: Rhythm and Blues, Dance/Rap, Jazz, Reggae, Christian, and Country Music. The radio stations that MBA students prefer reflect their musical tastes. 103 WKDF is the number one station with 20% of the votes. Next was 91 Rock, WRVU, with 17% of the votes. Next, were Y-107, WYHY, and 96 Kiss, WZKS, with 15% each. The remaining votes were distributed, in order, to Rock Hits 104, 106 WLAC, 92-Q, WPLN, and Nashville 95.

Favorite visual forms of entertainment tended to be action-packed movies and shows such as *Rambo: First Blood Part II* and "Miami Vice." Dramas, particularly television dramas, are a very big hit among the MBA students. Those shows mentioned most often were "St. Elsewhere," "Hill Street Blues," and "Cagney and Lacey." Comedies such as "The Cosby Show" and "Cheers" were mentioned as well. Horror films and Science Fiction films rounded out the lists of preferred visual entertainment.

MBA students read a wide range of books outside the classroom, mostly fictional. Many students enjoy reading the horror novels of Stephen King and the mystery novels of Agatha Christie. Comedy books such as the Bloom County and Far Side books are immense favorites. Science fiction and fantasy novels, along with sports books and collections of short prose and poetry were also listed as preferring reading.

The suggestions given by the students have all been carefully considered. A selection of those thought to be the best follows. Many students would like a calendar of upcoming entertainment events of interest that are accessible to high school students. They would enjoy more humor, and more Kulture Korner. They suggested more unbiased reviews of albums, books, movies, concerts, and art shows in and around the Nashville area. It is our purpose to try to operate on these suggestions because they are all good and need to be addressed and carried out.

## 91 Rock

By DAVID WOOD

WRVU-Nashville, the student FM radio station of Vanderbilt University, may now be heard throughout northern middle Tennessee. On August 26th the station activated its new tower, located atop the WSMV television tower on Knob Hill, and increased its power from 450 to 14,500 watts. Acting Program Director S. Kurt Denny told *The Bell Ringer* that the change has been a long time in coming. "91 Rock received FCC approval for an increase in the late 1970's," said Denny, "but the wheels didn't really start turning until about 1982." In February, 1984 the station ex-

perienced a false start, broadcasting at 10,000 watts for two weeks before it became evident that its transmissions from atop the WZTV tower were interfering with that television station's equipment. "This time we've boosted it for good," said Denny, "and it's a great feeling. People are picking us up in Franklin, Kentucky, in Tullahoma; we've gotten lots of requests from Goodlettsville, and now people can pick us up when they're driving anywhere in Davidson County." Denny stressed that WRVU will remain commercial-free and listener oriented: "We're still the station that plays your requests."

## Debate Year Promising

By MADISON LAIRD

The 1985-86 debate year will undoubtedly prove to be another very competitive one for all levels of the MBA debate program on a national basis. After losing only two of the top six debaters from the 84-85 squad, the veteran varsity members

Paul Kahlon, Madison Laird, Warren Sprouse and Niku Wasudev, are laying a legitimate claim on the nation's best varsity combination. Rob Page, Christopher Ptomey, and Jon Joe appear to be just as promising in their second year of competition at the varsity level. Rising star T.A. McKinney leads a junior varsity program that will definitely panic many varsity squads. Tom Rogers, Braxton Perkins, Scott Boone, and Sean Dudley all had impressive workshop experiences at Michigan, American, Emory, and Wake Forest, respectively. David Chen and Brian Hassler kept up their unwavering performance of consistency at Samford Workshop. A thick host of novices also performed well at Samford, with one team reaching the semi-finals.

The varsity domination became apparent at this year's workshops. T.A. McKinney and Jon Joe both placed very high among a competitive group of older, more experienced debaters at Northwestern University. Paul Kahlon advanced to the quarter-final round (top eight teams) at American University's

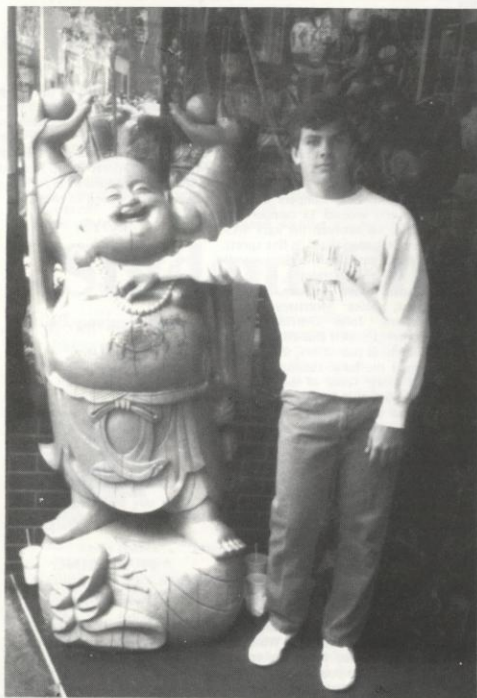
workshop among a field of one hundred and seventy teams. Niku Wasudev, a house favorite to reach semis, was upset in octave-finals (top sixteen teams) by the eventual winner of the tournament. Madison Laird was toppled by an underdog in quarters, preventing him from repeating his final round performance from the year before. On an individual level, Wasudev placed as 15th speaker, while Laird was 3rd out of a field of three hundred and fifty. The results from Dartmouth Workshop still are not in, but at press time both Warren Sprouse and Rob Page were entering elimination round competition for the second year in a row.

Although partnerships even up to the top team are still somewhat in question, of one thing there can be no doubt: with all major round robin bids solidified and travel plans made for a plethora of high-caliber national tournaments, the year of debate that many of us have looked forward to for so long guarantees to focus national attention on MBA as among the nation's best.



## Features

# Summer Shots





## Sports

# Cross Country Prepares For Season

By JONATHAN COLE

In early August, the 1985 edition of the MBA cross-country team gathered to prepare to run three fast miles many times this fall. What was the cause for these youths to sacrifice valuable time in their three months of freedom? Was it a result of the fitness boom to urge us to become physically fit so that we could live longer? No. Was it a general love of athletics? No. Was it a general respect for our mentor, Coach Pruitt? No way! Was it for one last look at girls before classes began in September? No, Andy, it wasn't. The reason all these men came to the practice was to be ready to 'keep it going.' This will be the year in which the team must keep

alive the accomplishments of former cross-country teams. A streak of 75 straight cross-country victories against Nashville teams, two undefeated dual meet seasons, and 7 straight trips to the state cross-country meet (which will tie the existing record) hang over the heads of this year's team.

The squad this year seems well-prepared (barring injury!) to have a successful season even though four of the top ten were lost to graduation or transfers. Returning lettermen include senior captain Pat Bowers, juniors Jonathan Cole, Andy Davis, and Jimmy Zibas and sophomores Jay Knowles and Steve Zibas. Other potential A-team up-

perclass runners are captain Jim Campbell, Will Campbell, Tom Humphreys, Storm Sommer, Steve Jobe, and Bill Penuel. Top freshman recruits are James Gooch from Ensworth and Lanson Hyde from the Junior School.

So when you are bored some fall afternoon after school, check the glass doors in the Ball Building to find out when the next cross-country meet is. They are fun, exciting, and action-packed (just ask any runner on campus). Will the cross-country team continue the streaks? Will the team continue to dominate the high school fall running scene? Continued in the next issue of *The Bell Ringer*.



World-class runners hard at work.

# Summer League Baseball

By CHIP FRIDRICH

This summer, ten of the varsity baseball's twelve returning lettermen hit the sandlots in Nashville's tough summer baseball leagues. This number is one of the highest in some years for MBA's program and this turnout will surely be beneficial to the team come late February as the start of practice begins. Due to the lack of time between the first practice and opening day, most of the experience has to come from summer ball. As Coach John Bennett agrees, hopefully this will be the case this year. "I'm really impressed with our turnout this year. I'm sure it will really pay off come practice time in the spring I'm

real excited about it."

The players were widely dispersed around Nashville. Two sophomores, Mike Morrissey and Brad Reese, played at Bellevue in the Babe Ruth League. Mike played well in the outfield and hit solidly also for his team, All American Athlete. Brad Reese was the shortstop for Nashville Sporting Goods and had a great year as he was consistently one of the top players in the entire league both offensively and especially defensively. He is at press time playing for the Nashville Nationals All-Star team which has consistently been one of the best in

the nation. Marc Smith, the third sophomore, played for Twitty City's 16 year old club. Smith caught and played third for the "Stars" who finished third in the state. Jack Hand, Marc's coach, told me that Marc "will be one of the top catchers in the city the next few years." He hit the ball well all summer. Juniors Steve Hooper, Bob Whitson, and Frank Downey played for Shoetiques' 16 year old team which won the state this year. Hooper was a solid centerfielder and pitched quite well against some older and powerful teams. Whitson played everywhere for the club and gained a great deal of experience at positions he will most likely play in the spring. Downey played a great deal at third and hit the ball well all year. Jay Stroman played for Brentwood and really improved on his pitching. He showed some power with four home runs.

The three seniors who played, Chip Fridrich, Talbot Masten, and Rob McNair, all had productive summers. Fridrich went 7-2 with an E.R.A. of around 2.90. He struck out 55 batters and walked only 13 in 62 innings. He hit 3 homeruns. Fridrich and his teammate Masten played for the Twitty City "Hits". Masten batted clean-up for the "hits" and led the team in RBI's, which has become old hat for him. He caught extremely well despite being hurt a portion of the season. Finally, the "Reverend" Rob McNair had a great season pitching

and hitting as he played with the juniors on Shoetiques M. McNair terrorized teams with his play early in the summer, went out of town for a while, and for some reason did not realize how dangerous the "Rambo" knife that he had bought on his trip really was. Reverend McNair's season ended abruptly as he almost cut his thumb off.

As you can see it was a very busy summer for those who played. With the addition of Dave Malone, an outstanding senior shortstop; Takis Patikas, an experienced outfielder; and Jeff Owen, a new student who played in Atlanta this summer, prospects for the squad are very promising for next spring. Be ready right field rowdies!

# Basketball

By JAY OWEN

"The more you play, the better you will get." This old adage was put into practice this summer in order to help improve the miserable basketball record of last year. The motto for the 1985-86 team according to Coach Elliott is "great expectations," and the summer games certainly will help the team in reaching its goals.

The summer started off with a team camp at Vanderbilt June 10-14. The main purpose of the camp was to play a lot of games. The team played two games a night as well as listening to some speakers. The camp was a relative success for the Big Red considering that there were only two seniors at the camp, and Jay Owen sprained his ankle the first day. The team lost early in the week to some good teams like Columbia in close games, but powered by more aggressive defense, the Big Red rolled to post some impressive wins Thursday and Friday. Underclassmen from Coach Bower's championship freshman squad such as Marc Smith, David Spickard, Mike Morrissey and Brad

Reese all played well and will be battling to make the varsity next year.

After Team Camp, the Red returned to their own gym for summer league games every Monday and Thursday. The league was organized by Coach Elliott and was much more convenient and had more games than the one in Franklin that MBA was a part of for the last few years. Overton, Hillsboro, Brentwood Academy, Father Ryan, Hillwood, Franklin Road Academy, and David Lipscomb all competed. The team was led by Dr. Dunk and Vanilla Thunder (Charles Mayes and Jay Schmitt) and had about a .500 record. No actual records were kept since this was just for experience. The record was good considering that on any one night, nobody, not even Mr. Bostick, the summer league coach, knew who was going to be there.

Both coaches considered it a success and the team ended up playing 22 games, which is almost a full season of experience.



# Sports Camp

By DAVID SPICKARD

This past summer, MBA held its first Sports Camp. The camp was held the weeks of July 8 and July 15. An excellent turnout of campers showed up for the inaugural year with around 50 campers the first week and around 35 campers the second, all between the ages 8-15. The camp specialized in five sports: football, basketball, soccer, wrestling, and weight training. With the help of Dave Malone, Charles Mayes, Mike Morrissey, David Spickard, John Griffith, Frank Downey, Emmett Russell, and Chip Fridrich, as counselors, the campers learned the basic fundamentals of each sport. Some of the campers, who came for both weeks, went beyond fundamentals the second week and learned some of the finer points of each sport. With the excellent coaching of Coach Owen and Coach Bowers (football); Coach Elliott (basketball); Coach Lanier (soccer); Coach Killian (wrestling); and Coach Regen (weight training), the camp provided a strong base of athletic prowess for each of the campers in each sport. As an added twist, on the final day of the second week, camp director Coach Bennett organized competition between the campers in soccer and basketball. With the campers divided into four teams, the teams, coached by the counselors, competed in these two sports. Because the great success of this first Sports Camp, baseball and

tennis may be added to the camp. Coach Bennett feels that with these new experiments and additions to the camp, it will draw more campers in the future. All in all, MBA's first Sports Camp has provided a strong foundation for many more athletic camps to come.

## BOYS

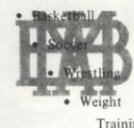
### SPORTS CAMP

of

Montgomery Bell

Academy

#### • Football



#### FEATURING

- M.B.A. Coaching Staff  
 • Tommy Owen • Mark Elliott  
 • John Lanier • Steve Williams  
 • Damon Regen • Ricky Bowers  
 • John Bennett - Director

Pamphlet for the MBA sports camp.



# Sports

## Fall Golf



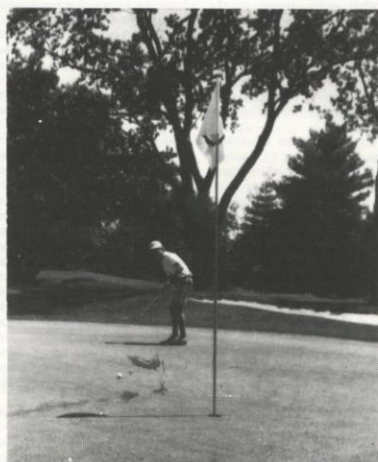
Carter Brothers eyes a pro golf career.

**By CARTER BROTHERS**  
Summer. A time for rest and relaxation for some, a time for work for others. The uneducated believe golfers fall in the first category, yet anyone dedicated to a sport knows the truth.

The *Tennessean's* Schoolboy Tournament kicked off the summer golf circuit. Michael Shears was the sole MBA qualifier for the sixteen-man match play field. The Tennessee State Open followed next as an opportunity to gain valuable experience in major competitions. The next local event was the well-run Belle Meade Invitational at the gorgeous Belle Meade Country Club. MBA golfers could be found next out at Stones River Country

Club qualifying for this year's State Invitational, in which an incredible eight players from MBA qualified. That same week, Bluegrass Country Club hosted the PGA Junior regional qualifying. Soon afterwards was the four day TGA State Junior Invitation at the tough Jackson Country Club. Michael Shears, Rhoads Hall, and Brannon Atkinson all placed in the Championship Flight.

Other tournaments that featured MBA students were the Future Masters in Dothan, Alabama; The North-South Junior Invitational at Pinehurst, North Carolina; and the State Insurors at Greenville, TN. The team has seven returning lettermen and expects help from junior Brannon Atkinson, sophomore Robbie Westerman and freshmen Rhoads Hall and Steve "Topper" Matthews.



Michael Sears puts one in.

## Summer Track

By JOHNNY THOMPSON

Summer Track?!?! Who in the world is crazy enough to run summer track? Well, this summer, nine aspiring young MBA tracksters and four other pain-seeking youngsters from assorted schools around the country, joined forces under the direction of Coach Tony "Fast Talking" Moon to form the indomitable Harpeth Valley Track Club. After a thirty-six hour recruiting spree the day after graduation, Moon stepped back and examined his troops. He had Walter "Steeplechase" Smithwick, Gavin "Long Legs" Moon, Ronnie "The Flash" Petty, Steven Gilliland, Brennon "Hot Lips" Martin, Johnny "The Scratch-Man" Thompson, Peter "Jordanians" Paris, Todd "No Show" Cassetty, Chris "Monteagle" Runyon, David "The Cliff-man" Grett, Steve "Sky-High" Jobe, Jay "Up-chuck" Knowles, and last but not least, Steven "Little Man" Walker.

Anyway, the Big Blue, HVTCT's proud color, opened up its track season on June 10 with a meet hosted by Brentwood Academy. In order not to bore the reader, I will simply say that the HVTCT not only blew away the competition but also won every event in which they competed, thus qualifying the whole team for a Southeast District meet in Tuscaloosa Ala. The 28th and 29th of June. A noteworthy performance in this meet was Peter Paris' 6'5 1/2" leap in high jump.

Before the Big Blue could show their colors on Barner's track however, they had to prove what they were really made of at the prestigious Atlanta Invitational Youth Games, held at Lakewood Stadium in Atlanta the 21st and 22nd of June. Unfortunately, only thirty or forty runners out of over six hundred even came close to matching HVTCT's runner ... in physical appearance that is. However, in spite of stiff competition, the Big Blue did not leave Atlanta undecorated. In the 11-12 year old boys group, Steven Walker

placed 5th in the 100 meters. In the 15-16 year old boys division, Johnny Thompson secured a 2nd place medal in the 110m high hurdles and a 5th place in the long jump. In the 17-18 boys division, the 400m relay team of Martin, Runyon, Moon, and Petty raced to a 5th place finish, and the mile relay team of Runyon, Martin, Petty, and Moon received 4th place.

The next weekend, after a grueling five days of intense training on Vanderbilt's track, the Big Blue returned to action. This time they traveled to the University of Alabama where they competed against various athletic types from all over Tennessee and Alabama. Once again, the HVTCT did not leave without something to bring home. The team earned two 1st place medals, one 2nd place, six 3rd places, nine 4th places, one 5th place, and two 6th places. Noteworthy performances were Gavin Moon's 3rd place leap of 21'6 1/4" in the long jump, which breaks his old school record of 21'4", Johnny Thompson's 3rd place bound of 40'3 1/2" in the triple jump, Walter Smithwick's 1st place finish in the steeplechase, a race in which Walter heretofore had never competed, and the 400m relay team's mark of 43.3 seconds.

Because the top four finishers from each event in this meet qualify for the next meet, the Big Blue successfully qualified twelve out of thirteen tracksters to go to the Southeastern Regional Track and Field Championships in Albany, Ga. the 19th and 20th of July. This meet consisted of runners, jumpers, throwers, etc. from N. Carolina and S. Carolina, Tennessee, Georgia, Alabama, and parts of Florida. Even though the competition was extremely stiff, and the Big Blue did not do quite as well as they had hoped, they did manage to have a little fun and stay out of trouble at the same time.

Significant accomplishments were seen from David Brett, who

shied to a 2nd place finish in the pole vault with a vault of 10'6". David was the only HVTCT member who qualified for the national meet held in Iowa City August 7-9. Johnny Thompson placed 5th in the 110m high hurdles with a time of 15.0, which broke MBA's school record of 15.1 seconds. Ronnie Petty finished 6th in the 200m with a time of 22.1 seconds.

Through all of the blood, sweat, tears, and everything else, the members of the Harpeth Valley Track Club learned one thing—summer track really is as crazy as everyone thinks.

## Football '85

By BILL COCHRAN

The 1985 MBA varsity football team began two-a-day practices on August 1 in preparation for the coming season. The majority of the team had participated in a conditioning program which had begun on July 22. After the first week of practice, the Big Red scrimmaged Lipscomb and won. A scrimmage with Columbia, last year's opponent in the bowl game, was cancelled due to rain. The Big Red's next scrimmage was against AA powerhouse Brentwood Academy. A large crowd saw MBA come from behind and defeat the Eagles. The last week of preseason practice ended with the "Town and Country" Jamboree, held at Vanderbilt.

In this annual event, four teams from the Metro area faced four teams from surrounding counties. Each team played one fifteen minute quarter. Unlike other jamborees, this jamboree keeps a continuous score and the same possession and field position when quarters change. Teams participating in this year's "Town and Country" Jamboree included Brentwood Academy. Father Ryan, MBA. Goodpasture, Tullahoma, Dickson County, Lincoln County, and Mount Juliet.

MBA played midstate power Lincoln County in the third quarter. The Big Red put the first points of the game on the scoreboard on a 5 yard run by junior tail back Will Meyer. The score was set up by two passes from Takis Patikas to Brad Fuson. The Big Red managed to score on a defense which had recorded eight straight shut-outs last year. The MBA defense also played well, holding a fast, powerful offense scoreless. MBA gave the Town a 7-0 lead going into the fourth quarter, but Goodpasture lost to Mt. Juliet 15-7, giving the country a 15-14 victory.

With preseason practice over, the team anxiously awaits the start of the regular season. The Big Red has worked very hard throughout the summer in the weightroom, on the track, and on the practice field, and the team hopes the work will pay off. The offensive line returns the most experience with three-year starters Robby Bueno and Jay Owen at

guards, and two-year starters Jim Hunt, center; Temp Sullivan, tackle; and Nick Sieveking, tight end. Senior tackle Morgan Wills completes the offensive line. The offensive backfield also returns with a lot of experience with two-year starters Takis Patikas at quarterback and Talbot Masten at fullback. Will Meyer starts at tailback, while Paul Soper starts at wingback. Brad Fuson starts at split end.

The defense is not as experienced as the offense, but returns several quality players in two-year starters: tackle, Hudson Walker; nose guard, Robby Bueno; end, John Jenkins; linebacker, Talbot Masten; and safety, Dave Malone. Tackle Chuck Brandon and end John Griffith round out the defensive line. Kenny Russell and Trey Spence alternate with Masten at linebacker. Roverback Lee Vaughn and cornerbacks Brad Fuson and Rob Elliot complete the secondary. Robert Michael Reed, Jeff Owen, and Steven Hooper continue to battle for the kicking duties.



# Sports

## Coach Owen Interviewed

By HENRIK MENG  
and BILL COCHRAN

In a recent interview with the *Bell Ringer*, coach Tommy Owen expressed his thoughts on this year's football team and the season as a whole.

**Bell Ringer:** MBA, in the district 11—AAA coach's poll, was picked to finish first in the district. What is your reaction to this poll?

I think that that's a realistic selection, we're certainly capable of being first—by the same token there are several other teams in the district who can be first, too, so it'll be a tough district race again. I think, this year. Our players have come along real well, I've been right pleased with them and if we can continue to improve I think we have a great opportunity to be number one.

**Bell Ringer:** Do you think that the pressure of having to improve upon a 9-2 season and of having to finish #1 in the district, or being picked to finish #1 in the district, will be a positive or negative factor for the team?

I think it's always positive when people have high aspirations for you, and if the players accept their responsibility, I think certainly that it's a very positive thing. What a coach looks for, really, is that "does my team get a little better every week during the season" and if they have done that at the end of the season you feel like you've had a good year in spite of whatever the record may be. Sometimes we've had a horrible record—that's happened on three different occasions—and yet on two of those times I've felt like the team improved every week and just . . . they couldn't win the close games.

**Bell Ringer:** MBA's schedule has been changed somewhat this year; we're playing teams that we haven't played in the past, and the order of the games has been switched around as well. What are the reasons for this new schedule, and do you see this new schedule as significantly more difficult or easier than in the previous years?

It's a difficult schedule. The way the TSSAA is structured, we reschedule every two years because the classification of schools can change—a school may go from a AA to a AAA or vice-versa, they may go down in enrollment and be classified as a AA or even a A school. So the contracts are for two

years and at the end of each two years then people reschedule, and of course you're supposed to play all the people in your district. They had some reshuffling in District 9, which Springfield and Smyrna are in, and as a result we lost both those teams off our schedule and we wound up scheduling Tullahoma as our opening game and, they took Springfield's place, and then Dickson County took Smyrna's place, so those are the two changes on the schedule. We wound up with only four home games this year and it was kind of a trade off of "do we wanna play ten games or do we want to play nine?" so we decided to play four here and six away and of course next year we'll get the six home games and be on the road four.

**Bell Ringer:** What is your reaction to the departure of line coach Bobby Morel and the return of Floyd Elliot?

Well certainly we were disappointed to lose Coach Morel, he's an outstanding coach and I think he was a very positive influence on all the people he worked with and particularly on the young folks in the Junior school. He was a very good image for them. Coach Elliot worked with me when I came here in '77 and he was here three years and he was a very proficient coach with any assignment we gave him. He's also an outstanding math teacher and I know Mr. Caldwell and Mr. Bondurant are excited about getting him back here as a math teacher.

**Bell Ringer:** You also had Tom Moore and David Pack coach the varsity for a little while. Do you think that they have had a real impact on the team as far as being inspirational?

Well, I think they have because number one, they're both very enthusiastic people and they both have a wealth of recent playing experience, and football is a changing game—in some respects it doesn't change at all—it's still the ones who block and tackle the best and kick the ball the best who generally win, but some of the little techniques and things have changed and both of them have a tremendous amount of personal playing experience and that's something that we're certainly welcome to have out there and we've enjoyed having Tom and David out there with us and we're looking forward to Tom coaching the Freshman team along with Randy Henderson, who's back here

now, and feel like the Freshmen will be excited about having those folks work with them, and David's going to help Tom in that as much as he can.

**Bell Ringer:** The team obviously has strength and size but what about the team's quickness and speed? We've never been too fast in the past.

We still don't have the kind of speed that we'd like to have, but we have a few folks that have a little more quickness and speed than we've had, and in our first scrimmage against Lipscomb, some of that showed up a little bit—Johnny Thompson's a little bit quicker and faster than some of our other guys, but against the people we have to play we just have to do, particularly defensively, everything right. There's not much room for error there, and if we make too many mistakes, the guys in the striped shirts are going to hold their hands up and signal "touchdown".

**Bell Ringer:** What are some of the strong aspects of this year's team and what do you think might be some of the weaker points?

Right now I would say that our strongest suit is experience. We have experienced linemen back, and that's a real plus. Most of the time in high school you wind up with a senior line and then the next year you wind up seemingly like you're starting all over again. This year we're fortunate in having people like Robby [Bueno] and Jay Owen and Jim Hunt, Temp Sullivan, and Nick [Sieveking] and those people back who have played a lot and have a lot of experience and nothing can take the place of that so I think that's our strongest suit right now. The biggest weakness right now is the kicking game. We lost, of course, Harry [Peffen] who did a good job for us punting, and David Muddiman who did an excellent job with extra points and field goals. And right now we don't know whose going to do either of those, but we've got some folks, I think, working hard and who'll do a capable job for us.

**Bell Ringer:** Do you think MBA will continue to stress the running game as opposed to passing the ball a lot?

Well, I'm a believer that the teams that win run, and some teams who throw the ball a lot entertain well, but they don't win championships as a rule. Now Brigham Young's an exception to that, Stanford on certain occasions is, but by and large if you look nationally, the team who have the good running games and of course the good defensive kick are the ones that win.

**Bell Ringer:** Several players will be playing both ways. When those players get tired, will you feel comfortable sending in other players; in other words, how would you comment on the team's depth?

At certain positions we have excellent depth. I think at tailback, I wouldn't hesitate to put any of the people we have there in the game. We don't have enough linemen—you don't ever have enough good quality linemen—but we're close to maybe having two lines; for instance Robby's been out with a sprained ankle so that means that the players behind him have a good week of opportunity to step for-



Coach Owen during summer practice.

ward and show us they can play, and that's what we look for, the people who are going to step forward and show us they can play and then we have confidence enough to use them in a game. But I feel like our depth is probably better than it's been in a while. Gantt Bumstead is center behind Jim Hunt, but let's face it, he's not Jim Hunt. Jim's the best center we've had here since 1968, and if Jim were to go down, there wouldn't be any question it would hurt our football team a lot, but hopefully, he'll stay well.

**Bell Ringer:** How would you assess the team's prospects for the year?

I just feel like we have a wonderful opportunity and we've got a really good squad—I've been real pleased with their effort, and we've only had about two sluggish prac-

tices—I feel like that this is the kind of football team that can become very, very good. A lot of that will have to do with how our offense comes along. If they develop as we hope they will then that means we're going to be able to control the ball a little bit. And our defense, which we feel like is going to be good, will not have to be on the field a lot and that kind of gets us back to the kicking thing—"how well are we going to kick the football," and do all those little things. And kicking is about 25-26% of the game, if you sit down and analyzed it it'd amount to that much, so everytime you kick, it's the most important play in the game. So we have to do those things properly and right now we're at a stage where we still have a considerable amount of improvement to do.

### MBA 1985 Varsity Football Schedule

DATE	TEAM	PLACE
Aug. 30	Tullahoma	Tullahoma
Sept. 6*	Antioch	MBA
Sept. 13	Beech	Beech
Sept. 20*	Hillwood	Hillwood
Sept. 27	Dickson County	MBA
Oct. 4	Pearl-Cohn	Pearl-Cohn
Oct. 11*	Glenciff	Glenciff
Oct. 18**	Hillsboro	MBA
Oct. 25*	Ryan	MBA
Nov. 1*	Overton	Overton

\*District Games

\*\*Homecoming

All Home Games Start At 7:30.

### Tentative Freshman Football Schedule

DATE	TEAM	PLACE	TIME
Sept. 12 (Thurs.)	Apollo	Apollo	4:00
Sept. 19 (Thurs.)	Overton	Overton	4:00
Sept. 26	—	—	—
Oct. 31 (Thurs.)	Hillsboro	MBA	4:00
Oct. 10 (Thurs.)	Hillwood	MBA	4:00
Oct. 24 (Thurs.)	Ryan	MBA	4:00

### Microbe Football Schedule

DATE	TEAM	PLACE	TIME
Sept. 12 (Thurs.)	Ezell Harding	MBA	4:00
Sept. 19 (Thurs.)	B.G.A.	MBA	4:00
Sept. 26 (Thurs.)	Page	MBA	4:00
Oct. 4 (Fri.)	N.C.S.	MBA	4:00
Oct. 11 (Fri.)	Northside	MBA	4:00
Oct. 18 (Fri.)	Ensworth	T.B.A.	4:00
Oct. 24 (Thurs.)	Goodpasture	Goodpasture	4:00
Oct. 31 (Thurs.)	F.R.A.	MBA	4:00

**MONTGOMERY BELL ACADEMY**  
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Varsity team prepares for season.